HCAT TRUST DEVELOPMENT AND IMPROVEMENT PLAN

Trust Vision	Educate, Empower, Inspire

Purpose:

School Improvement — Leadership and Organisational Development (A)	High Quality and Inclusive Education — Quality of Education (B)	Governance and Leadership C - Strategic Governance	Finance and Operations D - Finance and Operations	Workforce E - Workforce and Talent Development
Intent	**Intent**	**Intent**	**Intent**	**Intent**

Strategic Goals

School Improvement	Quality of Education	Strategic Governance	Finance and Operations	Workforce and Talent Development
Leadership and Organisational Development: Ensure the trust has a clear understanding of the current position of each school to deploy support effectively. Increase capacity in senior leadership positions across the trust. Implement a clear program for improvement and professional development. Leadership and Organisational Development: HCAT continues to expand as a trust, consistently enhancing the performance of its schools and contributing to improvements across the broader educational landscape. Leadership and Organisational Development: Work together with the wider education community to guarantee that students in schools beyond HCAT benefit from a high-quality education by sharing best practices and providing ongoing support.	Quality of Education: Ensure consistent approaches across the primary schools within the trust to the teaching of broader literacy skills, including the application of basic skills, spelling, handwriting, and writing at greater depth. Quality of Education: Ensure that all pupils, including those who are disadvantaged or have SEND (Special Educational Needs and Disabilities), achieve strong outcomes from their starting points. Continue to address the needs of SEND pupils effectively, collaborating closely with stakeholders to ensure adequate resources and support are in place. Quality of Education: The HCAT curriculum is designed to promote strong outcomes for every student.	Strategic Governance: Governance across all levels challenge and supports schools to improve and have a clear priority of the needs of the school or trust. Strategic Governance: Governors at all level are assured in relation to the ongoing improvement of schools.	Finance and Operations: Ensure all schools within the Trust meet the DfE Digital Standards, achieving high levels of digital readiness and compliance. Finance and Operations: Maintain high standards of financial accountability, transparency, and compliance with the Academies Handbook. Finance and Operations: Further develop the Trust's risk management system and enhance financial planning to ensure stability and resilience.	Workforce and Talent Development: The intention of incorporating AI into the workload reduction strategy is to harness advanced technologies to streamline administrative tasks, enhance teaching effectiveness, and support staff well-being. By integrating AI solutions, we aim to create a more sustainable workload for our staff, ultimately creating a culture of professional growth and organisational resilience. Workforce and Talent Development: Create an environment where every member of the workforce feels valued, supported, and empowered to contribute to the trust's success. By prioritising well-being, promoting inclusivity, and encouraging collaboration, we aim to build a resilient, motivated, and engaged workforce that is committed to continuous improvement and the trust's overarching mission. Workforce and Talent Development: There is a clear and efficient system in place to track and understand the status of the workforce.

Input

Evaluation	Risk Assessments	Organisation	Analysis	Feedback	Evaluation	Values	Vision	Behaviours	Evaluation	Forecasting	Investment	Innovation	Continuous Improvement	Talent Development
Analysis	Reflection	Monitoring	Quality	Research	Collaboration	Structures	Commitment	Collaboration	Review	Development	Reporting	Collaboration	Technology	Equality & Diversity
Feedback	Time	Leadership	Teaching and Learning	Time	Innovation	Governance	Decision Making	Time	Resource	Time	Planning	Research	Flexible	Time

HCAT Vision	"Educate, Empower, Inspire"
HCAT Values	"Transforming Futures Together: Empowering Learners, Enriching Communities"
	In our Multi Academy Trust, our vision is to Educate, Empower, and Inspire. We strive to provide a transformative educational experience that equips every student with the knowledge, skills, and confidence to excel in an ever-evolving world. Through our commitment to excellence, collaboration, and innovation, we are dedicated to fostering a dynamic learning community where students, staff, and partners are empowered to thrive and contribute meaningfully to society.

Trust Improvement and Development Priority - 1

Leadership

HC AT

DFE Trust Quality Descriptors	MAT CEO Framework	Driver	Intent	Implementation	Strategic Priority	Lead	Key Dates/Milestones		Impact & Evaluation	RAG
							Start Point	End Point	How well has the issue been met? What evidence is there to prove it?	
School Improvement	A – Leadership and Organisational Development	Ensure there is adequate leadership capacity to support trust growth at all levels while maintaining an effective School Improvement program.	Ensure the trust has a clear understanding of the current position of each school to deploy support effectively. Increase capacity in senior leadership positions across the trust. Implement a clear program for improvement and professional development.	**Autumn** Conduct risk assessments for all schools within the trust. Establish brokerage agreements for each school based on the risk assessment findings. Complete Autumn term CPD (Continuing Professional Development), including network days aligned with trust priorities. Conduct performance management reviews for leaders across the trust. Deliver the Aspirant Leaders program. Hold KIT (Keep In Touch) and leadership meetings as scheduled. Complete SER (School Evaluation Review) processes and implement identified actions for the Spring term. Perform moderation activities to ensure the accuracy of judgments.	1. Developing and Delivering a High-Quality Education	CEO DofT&L	Sep-24	Dec-24	Risk assessment procedures completed for all schools. Used to inform CPD and DofT&L brokerage agreements. Positive shift in all school. Brokerage agreements in place and shared with Exec heads. Network days in place each term and well attended. Positive feedback. Autumn: HCAT's approach to spelling, key writing documents, how can we incorporate spelling into writing. Spring: what is the role of a subject leader, how do we ensure that writing is independent, how to interpret, analyse and use data effectively to support teaching and learning Summer: new documentation ready for September (maths, writing, wider curriculum), wider curriculum assessment using Arbor, wider curriculum showcase. Successful round 3 of Aspirant Leaders programme. Round 4 to be completed for leaders new to HCAT. KIT meetings completed with EXEC heads. This has been extended to Secondary from Summer 2025. SER Autumn term completed - Key strength across established HCAT schools. Moderation exercises on Observations, Moderation Challenge. EYFS. Y2 and Y6. Reviews completed of Brokerage to from Identification of need in SER - Further development of subject leader - Ties into Spring Network day. External Reviews completed by CEO of SCSP. Leadership Discussion's completed in summer term - identified impact of SIP - Gap and Strengths in Data, support development and challenge of SIP 2025.	
				Spring Review brokerage agreements and assess their impact to date. Complete external reviews of schools. Monitor the implementation of actions from the Autumn term SER (School Evaluation Review). Complete Spring term CPD (Continuing Professional Development) and network days. Conduct moderation activities to ensure the accuracy of judgments.		CEO DofT&L	Jan-25	Apr-25		
				Summer Complete the SER (School Evaluation Review) process for the Summer term. Analyze the outcomes of the SER process. Review and update brokerage agreements. Reassess risk evaluations based on findings from the annual evaluation processes.		CEO DofT&L	May-25	Jul-25		
		Drive transformation and growth by creating continuous development opportunities for HCAT and supporting the wider sector in achieving similar advancements.	HCAT continues to expand as a trust, consistently enhancing the performance of its schools and contributing to improvements across the broader educational landscape.	**Ongoing** Provide ongoing support for onboarding Darfield Upperwood. Collaborate with the SMAT Board of Trustees to implement the SLA (Service Level Agreement) and explore potential re-brokerage options. Partner with the IEB (Interim Executive Board) of Summer Lane Primary to support the school's ongoing development in alignment with the SLA and trust partnership.	2. Growth and Collaboration	CEO Exec Leaders DCEO CFO	Sep-24	Jul-25	Support process in place. Support from DofT&L in implementation of HCAT curriculum Support from Director of SEND - Implementation of HCAT Systems. Review of line management of Head - Move to exec support from May 2025 more in line with other schools rather than CEO - much more purposeful. Support from cross trust business manager from May 2025 after resignation of Business Manager - Identified a number of gaps which have been rectified - staff, pay, working hours. SCR. Significant impact quickly. Section 8 Inspection - June 2025 - positive. Some challenge in relation to consistency in teaching - HCAT systems supported evidence of improvement. Significant work in relation to SMAT onboarding - Close work with SMAT board of Trustees. SMAT schools risk assessments completed. Identified significant gaps. Majority of schools judged as RI or worse. Re-brokerage processes managed effectively but challenging. Improvement in outcome in SMAT. Improved financial and staffing positions. Poor impact and support from Diocese. Support of Summer Lane - Ofsted inspection Inadequate but clear impact of HCAT identified. HCAT to sponsor. Looking at Sept 2025 conversion. Improved outcome in some areas.	
		Collaborate with the broader education sector to ensure that students in schools outside of HCAT receive a high-quality education.	Work together with the wider education community to guarantee that students in schools beyond HCAT benefit from a high-quality education by sharing best practices and providing ongoing support.	**Ongoing** Maintain collaboration with Tykes TSA, Exchange Hub, and Exchange TT to deliver Initial Teacher Training (ITT), Early Career Teacher (ECT) support, Advanced Practitioner (AB), and National Professional Qualification for Headship (NPQH) programs for Barnsley and Doncaster. Partner with local authorities and other key stakeholders to provide a comprehensive local offering of Continuing Professional Development (CPD) across BMBC. Continue the activities and discussions of the Business Leaders Forum. Actively engage with the Barnsley School Alliance to strengthen collaborative efforts. Work with the Regions group to support ongoing Department for Education (DfE) school improvement programs. Maintain Unit 5 as a successful social enterprise that contributes to the professional development of various public sector organisations.	2. Growth and Collaboration	Tom Banham DofT&L	Sep-24	Jul-25	Exchange Teacher Training established as an ITT provider and successfully delivered the first year of training with Tykes as a Training Partner. Tykes has continued as a Deliver Partner for the ECF and AB across Barnsley and Doncaster working with over 250 schools. Tykes worked in partnership with Barnsley Schools Alliance to design and deliver a Continual Professional Development Programme to met th needs of the local area. The offer has engaged 97% of Barnsley Primary Schools, with all sessions rated 4 or above for overall quality. Unit 5 has been established for just ovr a year and is forecast to generate between £15,000-20,000. It has repeat customers from a variety of public and voluntary organisations who all provid positive feedback.	

HCAT								Date:				

Trust Improvement and Development Priority - 2   **Quality of Education**

HCAT

DFE Trust Quality Descriptors	MAT CEO Framework	Driver	Intent	Implementation	Strategic Priority	Lead	Key Dates/Milestones		Impact & Evaluation	RAG
							Start Point	End Point	How well has the issue been met? What evidence is there to prove it?	
High quality and Inclusive Education	B – Quality of Education	Ensure consistent approaches across the primary schools within the trust to the teaching of broader literacy skills, including the application of basic skills, spelling, handwriting, and writing at greater depth.	High-quality curriculum delivery and effective teaching and learning practices are in place, resulting in strong outcomes for students.	**Autumn** Conduct a thorough QLA (Quality of Learning Assessment) of primary outcomes to identify significant gaps, and determine if any of these gaps affect vulnerable groups. Utilise the SLA (Service Level Agreement) to create a cross-trust CPD (Continuing Professional Development) program based on the QLA and key outcomes, and complete a trust-wide quality assurance process, including writing moderation, work scrutiny, and lesson observations.	1. Developing and Delivering a High-Quality Education	CEO DCEO DofT&L	Sep-24	Dec-24	QLA completed - identifed aspects in relation to Fractions in maths and Vocab in Reading. Tied in to Netowrk day CPD and brokerage agreements for trends at individual school. Review of curriculum added further aspects to support independent wiritng - HCAT curriculum addapted to support this. Brokerage agreements shared with Dof T&L and Exec Heads to meet need of schools. Majority of HCAT school in Green Risk assessment so support targetted at those who are not and QA activity. Used experience as a local authority moderator to ensure that there is consistency in the moderation approach across HCAT. Termly moderation meetings have been conducted alongside 'mock' moderations to ensure that there is a consistent approach and a deep understanding of the TAF. This therefore resulted in strong moderations across trust, including new to trust schools.	
				Ongoing Review and implement brokerage agreements with the Directors of Teaching & Learning (DofT&L) and school leaders. Facilitate network days. Provide tailored CPD to support individual schools on a case-by-case basis.	1. Developing and Delivering a High-Quality Education	CEO DofT&L	Sep-24	Jul-25		
		Growing numbers and increasing complexity of SEND (Special Educational Needs and Disabilities) students across the trust.	Ensure that all pupils, including those who are disadvantaged or have SEND (Special Educational Needs and Disabilities), achieve strong outcomes from their starting points. Continue to address the needs of SEND pupils effectively, collaborating closely with stakeholders to ensure adequate resources and support are in place.	**Ongoing** Continue regular SEND KIT meetings. Identify and prioritize SEND needs across the trust. Provide additional support for new SENCOs. Offer ongoing CPD (Continuing Professional Development) for SENCOs. Conduct regular reviews and quality assurance of SEND Support Plans (SSPs).	1. Developing and Delivering a High-Quality Education	DofSEND	Sep-24	Jul-25	New systems and structures for identification of needs and SEN plans have been implemented for new to HCAT schools. As a result, in these schools, all pupils with identified needs have a SEN plan on the provision map system that has been reviewed as part of APDR cycles. The quality of SEN support plans is increasing over time following feedback from plan monitoring - this is still developing. SEN registers are growing over time and are becoming more reflective of the school context/need. A range of CPD has been implemented for SENCOs and CTs across schools in suporting the development of SEND adaptations. As the qualility of SEND provison develops, the average HCAT trust SEN plan progress score is +0.01 demonstrating that on average SEND pupils are making at least expected or better progress. Half termly SENCO network meetings have brought SENCOs together and provided collaborative opportunities for monitoring activities such as plan checks & learning walks. They have also provided opportunites to share good practice. Further CPD from Director of SEND has supported new SENCOs establish their role, complete key docs and carry out key duties. SEND provision across more established HCAT schools is effective. It is developing across those schools newer to trust/just joining; impact of CPD is evident, however reflective of point in developmental journey. The SEND sharepoint has continued to grow as both a tool for both teachers and SENCOs.	
		To ensure that the curriculum for HCAT pupils effectively addresses the needs of every student.	The HCAT curriculum is designed to promote strong outcomes for every student.	**Autumn** Create a professional development program to support schools throughout all phases of their improvement journey. Review and update the Trust's Teaching and Learning SharePoint to accurately reflect current school-level delivery. Implement the "New to HCAT" program, organise Network Days, and run the Aspirant Leaders program. Evaluate the quality of the curriculum as part of the ongoing SER. Update the Professional Development curriculum in accordance with new guidance. Further develop trust-wide resources for Physical Education (PE). Review the assessment practices for foundation subjects.	2. Growth and Collaboration	CEO DofT&L	Sep-24	Dec-24	SharePoint has been updated with the latest documents to ensure consistency in teaching and learning practices across the trust. In addition, a new "NEW to HCAT" programme has been developed to support new staff by equipping them with the fundamental principles of effective teaching and learning. This includes key areas such as accelerated learning styles, back-to-basics strategies, and assessment approaches. These topics will be explored through a series of CPD sessions and learning walks held at various schools across HCAT. The summer term network days focused on key updates to the core curriculum, with particular emphasis on refining the Maths YOAP. In Maths, objectives have been broken down into smaller, more manageable steps to ensure clarity and consistency in teaching. In addition to curriculum updates, there was a focus on assessment, including the transition to using Arbor for assessing wider curriculum subjects. Staff also took part in a wider curriculum showcase, providing an opportunity to share ideas and best practice in preparation for the new academic year in September. This year, significant progress has been made in the development and refinement of assessment and	
				Ongoing Based on the findings from evaluation processes in the Autumn term, implement any necessary trust-wide priorities or adjustments to the curriculum. Review the curriculum to ensure it aligns with the National Curriculum and adheres to the latest DfE (Department for Education) guidelines.	2. Growth and Collaboration	CEO DofT&L	Sep-24	Jul-25	curriculum tracking systems across the trust. A key development has been the creation of the Reading YOAP (Year Overview and Planning) to ensure the reading curriculum is systematically taught with full coverage across all year groups. Additionally, HCAT trackers have been refined to ensure alignment with end of Key Stage 1 and Key Stage 2 outcomes (Working Towards, Expected Standard, and Greater Depth). To further support consistency in assessment, writing trackers have been updated to include the end of KS1 Greater Depth statements. This addition supports more accurate and consistent judgments when assessing pupils working at the Expected Standard.	

Trust Improvement and Development Priority - 3

Strategic Governance

HC AT

DFE Trust Quality Descriptors	MAT CEO Framework	Driver	Intent	Implementation	Strategic Priority	Lead	Key Dates/Milestones		Impact & Evaluation	RAG
							Start Point	End Point	How well has the issue been met? What evidence is there to prove it?	
Governance and Leadership	C – Strategic Governance & F – Public Benefit and Civic Duty	Numerous systems and processes are in their infancy in relation to governance. Local Committees are not yet autonomous in relation to fullfiling their statutory function.	Governance across all levels challenge and supports schools to improve and have a clear priority of the needs of the school or trust.	**Autumn** Scheduling of Termly Chair's Forum meetings to share best practice and challenges. Roll out programme of Trust CPD and mandatory for the acedemic year. Continued recruitment efforts with robust induction and mentoring for new members.	2. Growth and Collaboration	G&C Officer	Sep-24	Dec-24	EL has continued to support Chairs in aligning activities of local committees ensuring a more purposeful approach that links closely with school objectives. CPD sessions are strategically planned to coincide with agenda items, equipping local committees with essential knowledge before meetings. Feedback has been positive, contributing to increased participation, averaging 15 attendees per session this academic year.	
				Ongoing Spring term CPD offer complete. Continue to develop a comprehensive governance handbook that outlines the roles, responsibilities, and statutory functions of governors hosted on SharePoint. Use Chair's Forum feedback to adjust training, support and processes as needed. Summer term CPD offer complete. Monitor and assess the effectiveness of implemented governance systems and processes, ensuring they are fully embedded across the trust. Use Chair's Forum feedback to adjust training, support and processes as needed Support committees and trust board in developinging annual impact statement.	2. Growth and Collaboration	G&C Officer	Sep-24	Jul-25	Recruitment remains a challenge reflecting a national issue. However, induction materials for new recruits have evolved, introducing a governance toolkit to enhance oversight and promote effective school engagement and challenge.	
		Risks are identfied quickly and addressed.	Governors at all level are assured in relation to the ongoing improvement of schools.	**Autumn** Refresh of assurance framework to reflect new governance systems and reporting. Refresh Overview dashboards for all schools for the new acedemic year. Structured annual planner that ensures regular updates on school improvement initiatives are shared with all governors in a timely manner. Action driven meetings to encourage school visits and regular monitoring. Committees to make judgment against agreed RAG measures and assurance framework against each aspect covered. Targeted support on school visits and report to improve communication of risks/challenges to trust board.	2. Growth and Collaboration	G&C Officer	Sep-24	Dec-24	Assurance frameworks have been updated throughout the academic year to better reflect individual school contexts moving away from a generic model. Overview dashboards remain an effective reporting tool due to their clear, concise format. Their targeted presentation of key information and risks supports efficient decision-making and strengthens strategic oversight. The structured annual planner has ensured timely updates on school improvement objectives. The developmental approach has strengthened committee understanding and informed governance practice. A revised model will be implemented next academic year to increase focus on monitoring school priorities. Meetings have been more action driven, encouraging school visits and there has been a notable increase in reporting of these activities to trust board. There are however some inconsistencies and the quality of reporting varies which will be addressed through the new model in September and the use of the new governance toolkit. The toolkit hasalready been introduced to support effective school visits, providing clear guidance on appropriate activities, lines of enquiry, and challenge. New committee members continue to benefit from shadowing opportunities, helping to embed best practice and strengthen monitoring capabilities.	
				Ongoing Continued support and targeted training on the use of assurance framework. Review of annual planner and agenda's with Chair at individual school and trust level to inform agenda items based on identified risk. Monitor frequency of school visits across all schools also ensuring they are focussed on highest areas of risk. Continue to make judgment against agreed RAG measures and assurance framework against each aspect covered - Follow up any mitigating actions.	2. Growth and Collaboration	G&C Officer	Sep-24	Jul-25		

Trust Improvement and Development Priority - 4

Finance and Operations

HC AT

DFE Trust Quality Descriptors	MAT CEO Framework	Driver	Intent	Implementation	Strategic Priority	Lead	Key Dates/Milestones		Impact & Evaluation	RAG
							Start Point	End Point	How well has the issue been met? What evidence is there to prove it?	
Finance and Operations	D - Finance and Operations	Enhanced Digital Compliance and Infrastructure	Ensure all schools within the Trust meet the DfE Digital Standards, achieving high levels of digital readiness and compliance.	**Autumn** Use the provided Excel time-phased audit tool to assess the current state of digital infrastructure in each school. Evaluate key areas including cybersecurity measures, hardware and software inventory, digital	4. Empowering Digital Transformation	Victoria Harrison / Andrew Ravenscroft / Ash Clark / David	Sep-24	Dec-24	The initiative to enhance digital compliance and infrastructure across the Trust has been highly successful, with significant progress made in aligning all schools with the DfE Digital Standards. A structured, phased approach enabled thorough auditing, targeted improvements, and long-term planning. Evidence includes completed digital audits, upgraded cybersecurity systems, modernised hardware, and improved digital literacy among staff. Stress testing confirmed infrastructure resilience, and a sustainable maintenance plan is due to be rolled out next year ensuring continued digital readiness and compliance.	
				Spring Focus on critical areas such as cybersecurity (encryption, firewalls), modernising outdated equipment, and enhancing digital access for all students and staff. Adjust the implementation plan as needed based on feedback to ensure effective adoption and use of new technologies.	4. Empowering Digital Transformation	Victoria Harrison / Andrew Ravenscroft / Ash Clark / David Wakefield	Jan-25	Apr-25		
				Summer Develop a plan for ongoing maintenance and future upgrades to ensure continued compliance with DfE Digital Standards. Conduct stress tests on the digital infrastructure to ensure systems can handle peak loads and potential cyber threats.	4. Empowering Digital Transformation	Victoria Harrison / Andrew Ravenscroft / Ash Clark / David Wakefield	May-25	Jul-25		
		Continued Compliance with the Academies Handbook	Maintain high standards of financial accountability, transparency, and compliance with the Academies Handbook.	**Autumn** Conduct a review of existing financial policies and procedures against the latest Academies Handbook guidelines and update policies as necessary to ensure alignment with current regulatory requirements.		Victoria Harrison / Andrew Ravenscroft	Sep-24	Dec-24	The Trust has maintained strong financial accountability and compliance throughout the year, aligning closely with the 2024 Academies Handbook. A comprehensive review of financial policies in the autumn ensured all procedures reflected current regulatory expectations. Systems for budget monitoring and variance analysis were further developed, enhancing financial oversight and enabling timely interventions. Early engagement with auditors supported a smooth and well-prepared external audit process.	
				Ongoing Develop further the systems for monitoring budget performance and variance analysis. Prepare thoroughly for annual external audits by engaging auditors early in the process.		Victoria Harrison / Andrew Ravenscroft	Sep-24	Jul-25	In addition, budgets for 2025 have been reviewed and formally shared with the Trust Board. All schools are forecasting in-year surpluses for the next two years, reflecting prudent financial planning and effective resource management. Evidence of success includes updated policy documentation, improved budget tracking reports, positive audit feedback, and strong financial forecasts, demonstrating a robust and transparent financial management framework across the Trust.	
		Proactive Risk Management and Financial Planning	Further develop the Trust's risk management system and enhance financial planning to ensure stability and resilience.	Review and update the risk register to ensure all current risks are identified, particularly those related to the new academic year. Ensure that emerging risks, such as changes in government funding or policy, are added to the register. Conduct scenario planning sessions to test the trust's preparedness for various risk events (e.g., significant budget cuts, loss of key personnel). Review financial performance against budget forecasts to identify any emerging financial risks. Perform a comprehensive risk assessment to identify any residual or unresolved risks at the end of the academic year.	3. Sustainability and Environmental Responsibility	Victoria Harrison / Andrew Ravenscroft / Ash Clark	Sep-24	Jul-25	The Trust has made significant progress in strengthening its risk management framework and financial resilience. The risk register was thoroughly reviewed and updated to reflect current and emerging risks, including those linked to changes in government policy and funding. Monthly risk reviews were embedded into leadership routines, supported by a focused Audit and Risk Committee working in tandem with the Finance Committee to ensure robust oversight. Financial performance was regularly reviewed against forecasts, allowing early identification and mitigation of potential risks. A comprehensive year-end risk assessment confirmed that all major risks were being actively managed, with no significant unresolved issues remaining. This proactive and structured approach has reinforced the Trust's financial stability and operational resilience, ensuring it is well-positioned to navigate future challenges with confidence.	

Trust Improvement and Development Priority - 5				Workforce			Date:			

DFE Trust Quality Descriptors	MAT CEO Framework	Driver	Intent	Implementation	Strategic Priority	Lead	Key Dates/Milestones		Impact & Evaluation	RAG
							Start Point	End Point	How well has the issue been met? What evidence is there to prove it?	
Workforce	E – Workforce and Talent Development	How effectively is AI being integrated into the workload reduction strategy to streamline tasks, enhance teaching, and support staff well-being, fostering professional growth and organizational resilience?	The intention of incorporating AI into the workload reduction strategy is to harness advanced technologies to streamline administrative tasks, enhance teaching effectiveness, and support staff well-being. By integrating AI solutions, we aim to create a more sustainable workload for our staff, ultimately creating a culture of professional growth and organisational resilience.	**Autumn** Create a cross-functional working party consisting of school leaders, teachers, administrative staff, IT specialists, and representatives from the trust. Conduct a comprehensive assessment of current workload issues and identify key areas where AI can provide support. Research and select appropriate AI tools for administrative tasks, teaching support, and well-being initiatives.	1. Developing & Delivering High Quality Education & 4. Empowering Digital Transformation	Various	Sep-24	Dec-24	This year, the Trust has made significant progress in exploring the use of artificial intelligence (AI) to enhance teaching, learning, and operational efficiency. A key milestone has been the rollout of AIR (AI for Writing Moderation) across all Year 5 classrooms. This tool has supported accurate and consistent moderation of writing, while also contributing to a reduction in teacher workload, allowing educators to focus more on instruction and pupil support.

In parallel, the LEXPLORE project has been implemented across lower Key Stage 2. This initiative uses AI to assess pupils' reading fluency and comprehension, enabling schools to deliver targeted interventions based on real-time data. The impact has been particularly valuable in identifying and supporting pupils with emerging literacy needs.

To ensure the Trust's approach to AI is both ethical and effective, a Trust-wide AI Policy has been collaboratively developed by colleagues from both primary and secondary phases. This policy provides clear guidance on the responsible use of AI tools and ensures consistency in practice across schools. | (green) |
| | | | | **Spring** Begin integrating AI solutions in pilot schools, focusing on automating administrative tasks and introducing AI-assisted teaching tools. Establish mechanisms for collecting feedback from staff in pilot schools to identify strengths and areas for improvement. Provide comprehensive training and ongoing support for staff in additional schools. | 1. Developing & Delivering High Quality Education & 4. Empowering Digital Transformation | Various | Jan-25 | Apr-25 | | (green) |
| | | | | **Summer** Conduct a thorough review of the AI integration process, including feedback from all participating schools. Assess the impact of AI on workload reduction, teaching effectiveness, and staff well-being. Develop standardised procedures and guidelines for using AI tools across the trust. Identify areas for further improvement and additional AI integrations. | 1. Developing & Delivering High Quality Education & 4. Empowering Digital Transformation | Various | May-25 | Jul-25 | The AI Research Group, comprising staff from across the Trust, has met regularly throughout the year to explore emerging technologies and share best practice. As a result, tools such as the AI features of Seesaw, Padlet, and ChatGPT are now being used to enhance classroom learning, support adaptive teaching, and provide personalised learning experiences for pupils. | (yellow) |
| | | How effectively does the academy trust cultivate a supportive and inclusive culture that empowers the workforce, ensures collaboration, and promotes well-being? | Create an environment where every member of the workforce feels valued, supported, and empowered to contribute to the trust's success. By prioritising well-being, promoting inclusivity, and encouraging collaboration, we aim to build a resilient, motivated, and engaged workforce that is committed to continuous improvement and the trust's overarching mission. | **Ongoing** Integrate the principles of support and inclusivity into all aspects of the trust's operations, from recruitment and onboarding to performance management and professional development. Act on the feedback received to continuously improve the support systems and inclusive practices in place. | 2. Growth and Collaboration | DofHR | Sep-24 | Jul-25 | The Trust's intent to create an environment where staff feel valued, supported, and empowered has been largely met, with strong evidence of positive staff sentiment across key indicators. The survey responses reflect a workforce that is generally motivated, collaborative, and engaged, aligning well with the Trust's strategic goals.

The Trust has established robust feedback mechanisms to ensure that staff voices are not only heard but acted upon. Feedback is gathered through multiple channels—formal reviews, informal check-ins, working groups, and anonymous platforms. This feedback directly informs policy adjustments, workload reviews, and the design of well-being initiatives. For example, staff suggestions have led to the introduction of revised marking policies, and enhanced mental health support. | (green) |
| | | To what extent is the workforce supported and held accountable in alignment with HCAT HR policies? | There is a clear and efficient system in place to track and understand the status of the workforce. | **Ongoing** Plan and execute the deployment of Access People MIS across the Trust, starting with a pilot phase to ensure smooth integration. Provide comprehensive training to HR personnel and staff on using the system. Set up the system to automate routine HR processes such as policy distribution, training tracking, performance monitoring, and support requests, reducing administrative burden and increasing efficiency. | 2. Growth and Collaboration | DCEO DofHR CFO | Sep-24 | Jul-25 | As part of the Trust's commitment to streamlining HR operations and enhancing efficiency, the deployment of the Access People MIS was initially planned for 2025, beginning with a pilot phase. The intention was to automate key HR functions such as policy distribution, training tracking, performance monitoring, and support requests, thereby reducing administrative workload and improving responsiveness. However, during the early stages of planning and evaluation, it became evident that ARBOR MIS, already in use across the Trust, had made significant advancements in its functionality and integration capabilities. These developments positioned ARBOR as a more meaningful and potentially more cohesive solution for meeting the Trust's evolving operational needs. | (yellow) |